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ABSTRACT

This document is a report of the commission appointed to study the over-all role of the American Association of Colleges for Teacher Education (AACTE), to appraise its current condition, and to recommend its future direction. The first chapter, "Context of Crisis and Tension," outlines the problems and issues facing teacher education institutions and the results of the local scene of crucial forces in the larger cultural setting. Chapter 2, "Defining a Role," lists specific actions recommended to the Association in its central responsibility for improving teacher education programs. Chapter 3, "Parts of the Whole," outlines major areas of program responsibility designed to permit the Association to organize itself for the most effective use of its resources. Major areas are communication, research and development, accreditation, professional development of faculty members, international education, long range planning and evaluation, and influence on decision making affecting teacher education. Chapter 4, "Machinery for Achieving Goals," contains recommendations designed to create and maintain structural arrangements and relationships that clearly delineate responsibilities and power in order that resources of the Asscciation can be wisely used in achieving its purposes. Major headings are membership, institutional representation, board of directors, executive committee, staff, committees and commissions, and state associations. (JS)

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CRISES IN TEACHER EDUCATION:
A DYNAMIC RESPONSE TO AACTE'S FUTURE ROLE

Prepared by
The Special Study Commission
of
THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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Foreword

Underlining this report is the basic view that, in the context of crisis and tension presently in our contemporary society and in its educational setting, AACTE must extend its resources beyond established objectives and strategies. In responding to growing pressure for change, it must first of all establish clear priorities.

Such an accommodation to realities is wholly within the traditional role of AACTE. For more than fifty years, the Association has responded to the critical needs of teacher educators within an arena of changing circumstances. Its present thrusts were generated in response to past pressures; for example, needs in multicultural education and performance-based criteria have led to major Association projects, the Multicultural Commission and the Texas-Based Performance Study.

Now, as fresh problems come to the fore in teacher education, AACTE must continue to respond sensitively.

The report, which incorporates the extended deliberations of the Special Study Commission as well as input from hundreds of practitioners and researchers in teacher education, is both a guide to immediate actions and a blueprint for future directions. It is, furthermore, a stimulant for securing imaginative responses from the AACTE constituency in its varied institutional setting. While the report correctly focuses upon AACTE as a consortium of hundreds of institutions and its strong resources, it is also a call for widespread action meant to involve all who see the improvement of teaching as requisite to the continual improvement of the nation.

The Commission's report had already had an impact. Stimulated by preliminary drafts of the Commission's report, the AACTE Board of Directors has recommended:

- Establishing a "Kiplinger-type" newsletter for teacher education *(Concern: A Newsletter for Teacher Educators* was started in September 1970) and expanding the distribution of the *AACTE Bulletin* to tens of thousands of teacher educators in departments and colleges of education as well as in academic areas responsible for subject matter specialization of school personnel;
- Enlarging the role of the AACTE state liaison representatives and encouraging state AACTE-related units; and

- Increasing the number of state and regional activities.

At the Board's January meeting, approval in principle was voiced on these proposals in the report:

- Differentiating the number of institutional representatives based on the number of teacher education graduates;
- Creating an associate membership category for institutions ineligible for regular membership at any given time;
- Increasing the proportion of elected representatives on the Board;
- Placing the authority for establishing committees in the hands of the Board in the interest of maximum flexibility;
- Encouraging state and institutional units of AACTE;
- Arranging relationships with other organizations having common objectives.

A number of future actions will grow out of these recommendations by the Commission. Prior to the 1971 Annual Meeting, the membership will receive the proposed *Bylaws* changes necessary to implement several recommendations. Members will then vote on these changes at the Annual Meeting. Following the February meeting, those proposals approved will be put into referendum form. Then, over a period of months and even years, actions by the Board and the staff will carry out new as well as existent *Bylaws*.

As with all significant studies which have guided AACTE's role and effectiveness, this report by the Study Commission will continue to influence the Association's scope, priorities, and goals for a long time.

The report itself, however, is terminal; it has been accepted with deep appreciation by the Board of Directors on behalf of the entire AACTE membership.

Now the large task falls to us to make the investment of time and energy by hundreds of persons pay off in the ultimate goal: more effective and more humane individuals who have found these capabilities opened to them by effective and humane educational practitioners.

PAUL MASONER,
AACTE President

EDWARD C. POMEROY
Executive Director

JANUARY 1971

Fulfilling a Mandate

Memorandum to The Board of Directors of the American Association of Colleges for Teacher Education:

At your meeting in May 1969 you adopted the following resolution:

"That a Commission be appointed to study the over-all role of the Association, to appraise its current condition, and to recommend its future direction.

"Specifically,

1. *Study the background, development, materials on long-range goals, purposes, interrelationships, role, structures, and functions for AACTE in the interests of improvement of teacher education.*
2. *Study the membership survey* [1] *and related materials with other overall purposes in mind.*
3. *Study the McManis reports* [2] *and recommend appropriate and needed steps to be undertaken, including the codification of personnel policies.*
4. *Give careful attention to productive and cooperative future relationships of the Association with other interested organizations, agencies, institutions, and individuals, and recommend appropriate steps.*
5. *Undertake whatever additional studies appear needed . . ."*

The study has been completed, and we are pleased to transmit herewith our report for your consideration.

Analysis of the publications, reports, and records of the Association suggested in the charge to the Commission was supplemented by extensive formal and informal input from the membership and others concerned with the preparation of teachers. Individual representatives of a substantial number of teacher

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[1] The Survey is summarized in *The Effectiveness of AACTE: A Survey of Opinions of Institutional Representatives* (AACTE: December 1969).

[2] The Reports appear in *A Study of Organization for Administration for the American Association of Colleges for Teacher Education* (L. McManis Associates, February 1969).

education institutions responded very thoughtfully to a letter from the Commission requesting suggestions for study. Voluntary suggestions for consideration came from a number of other sources. With this extensive background of information at its disposal, the Commission worked out an outline for the study.

Each member of the Commission then accepted responsibility for in-depth study of designated sections of this outline and for development of position statements. These prepared materials formed the basis for study and discussions by the Commission at some of its formal sessions; in some instances the discussions took the form of seminars on current forces affecting schools and teacher education. From these endeavors came a set of tentative recommendations.

The recommendations were submitted to participants in the AACTE School for Executives in August 1970 for their individual study, reaction, and discussion. Copies of the tentative recommendations were also mailed to faculty members who represented a cross-section of institutions belonging to the Association, requesting evaluations and suggestions for improvement. Invaluable data from these sources contributed greatly to the final report.

The Commission is proud of the assistance of the Association's membership in carrying out this study. Many persons devoted considerable time and thought to the formulation of evaluative statements on the Association and to possible recommendations. We feel that the offered recommendations reflect the views of many thoughtful leaders in teacher education since the participants have shown exceptional agreement on desired functions, programs, services, and structures of the Association.

While the Commission—in accordance with its charges—has studied all phases of the Association, the major efforts have been focused on functions, programs to achieve functions, needed organizational structures, and systems of relationships required to enhance the role of the Association. Our major concern with the impact of the Association is not meant to minimize the importance of any one facet of the organization. The Commission concluded that emphasis on purposes and programs would result in the most productive use of the members' time.

Sincere thanks are hereby expressed to the Board of Directors for providing the opportunity to undertake this assignment and for the Board's unfailing encouragement. The invaluable assistance of the executive director of the Association and other members of the staff is gratefully acknowledged. Special appreciation is expressed to the many individuals interested in teacher education who took time to offer their views of the Association and to those inter-institutional groups which also contributed.

Finally, the Commission expresses the hope that its efforts will be reflected in the greatly expanded sphere of influence for the Association projected in this report.

Respectfully submitted:

Hazel Anthony
Robert N. Bush
William E. Engbretson
Robert F. Topp
Walter K. Beggs
George W. Denemark
Nathaniel H. Evers
Truman M. Pierce, Chairman

December 1970

Re-examination and Renewal: Function of a Vital Association

As this Association grows and changes under both external and internal influences, it must periodically re-examine its structure and goals.

When the AACTE Executive Committee charged the members of the present Special Study Commission with an examination of the Association's role in the seventies, it was following a precedent set eight years ago. At that time a similar commission undertook a two-year study under the chairmanship of John E. King, then president of Kansas State Teachers College. The earlier commission findings led, among other things, to an increase in the number of institutional representatives from one to three and the election by direct mail ballot of the president and Executive Committee.

Both Commissions have reaffirmed as the Association's main thrust the improvement of the quality of teacher education.

The Members of the 1970 Commission:

HAZEL ANTHONY, associate dean of the College of Home Economics, University of Nebraska, is one of the representatives for the Associated Organizations for Teacher Education (AOTE) on the AACTE Board of Directors.
She received a B.S. and M.S. from the University of Nebraska and an Ed.D. from the University of Pennsylvania.
Dr. Anthony has served with the Council for Teacher Education of the American Vocational Association, the *Journal of Home Economics*, University of Nebraska TTT Program, and the National Workshop for Consumer and Homemaking Education.

ROBERT N. BUSH, professor of education and director, Center for Research and Development in Teaching at Stanford University, has served on the AACTE Board of Directors and is presently on the Advisory and Policy Council of the ERIC Clearinghouse on Teacher Education. He recently served on the AACTE Evaluative Criteria Study Committee.
He received an A.B. and M.A. from Colorado State College and a Ph.D. from Stanford.
Dr. Bush is a past chairman of the National Commission on Teacher Education and Professional Standards (NCTEPS) and a former Fulbright scholar; he has also served as a consultant to the Latin American Division of the Ford Foundation.

WILLIAM E. ENGBRETSON, president of Governors State University, Park Forest South, Illinois has served as a past president of AACTE and as a member of the Board of Directors, and is currently on the NCATE Coordinating Board.
He received an A.B. from Western Michigan University, an M.A. from Michigan State University, and a Ph.D. from Northwestern University.
Dr. Engbretson has served as a consultant to colleges, universities, public schools, foundations, and government agencies. He has been active in NEA (life member), the American Association for the Advancement of Science, the American Educational Research Association, the American Association of Higher Education, and the Colorado Educational Association.

ROBERT F. TOPP, provost for the Elliott Campus of the United States International University, San Diego, currently serves on the AACTE Board of Directors. He has been a member of the Committee on Studies.
He received a B.E. from Northern Illinois University and an M.A. and Ph.D. from the University of Colorado.
Dr. Topp has been active in the American Association of School Administrators, the National Society for the Study of Education, the Illinois Education Association, the Visitation and Advisory Committee of NCATE, and the higher education division of NEA.

WALTER K. BEGGS, dean of Teachers College, University of Nebraska at Lincoln, has served on the AACTE Board of Directors, was chairman of the AACTE Annual Meeting Planning Committee for 1970, and was a member of the International Relations Committee. He is currently representing AACTE on the U. S. National Commission for UNESCO.
He received an A.B. from Tarkio College in Missouri, and an M.A. and Ph.D. from the University of Nebraska.
Dr. Beggs has served as president of the National Conference of Professors of Educational Administration, chairman of the University of Nebraska Council for Community Study, and a member of the Visitation and Appraisal Committee of NCATE.

GEORGE W. DENEMARK, dean of the College of Education, University of Kentucky, is currently serving on the AACTE Board of Directors. Effective March 1, 1971, he is president-elect of the Association.
He received a B.A. and M.A. from the University of Chicago and an Ed.M. and Ed.D. from the University of Illinois.
Dr. Denemark has served as executive secretary of the Association for Supervision and Curriculum Development, a member of the Board of Directors of the Joint Council on Economic Education, and chairman of NCTEPS.

NATHANIEL H. EVERS, dean of the Graduate School of Arts and Sciences, University of Denver, will become the AACTE president on March 1, 1971. He is a former member of the Board of Directors.
He received a B.S. and M.S. from the University of Wisconsin and a Ph.D. from Northwestern University.
Dr. Evers has served as chairman of NCATE teams and as a member of its Coordinating Board and also Visitation and Appraisal Committee. In addition, he has been active in the North Central Association.

TRUMAN M. PIERCE, dean of the School of Education, Auburn University, has served on the Association's Board of Directors.
He received a Ph.B. from Piedmont College in Georgia, an M.A. from the University of Alabama, and a Ph.D. from Columbia University.
Dr. Pierce has served as public school teacher and administrator; he has also been director ofAssociated Programs in Educational Administration, executive secretary of the Southern States Work Conference, and president of the University Council on Education Administration.

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Context of Crisis and Tension

The American Association of Colleges for Teacher Education exists because its member institutions through the years have found that they are not self-sufficient, but rather that they function in a larger cultural setting which is state, regional, national, and international in scope. These institutions have found that this cultural setting largely and continuously determines their needs, problems, issues, and successes. As higher education moves more aggressively into the arena of social change, the role of the Association as an organization serving to improve programs of member institutions increases in importance.

The present nature of the larger cultural setting and its implications for schools, for the preparation of teachers, and for member institutions of the Association demand careful study if the cause of teacher education is to be effectively served. *Most member institutions today are functioning in a general context of crisis and tension.* The unsolved social problems of the nation are creating intense pressures calling for better and different types of teachers and other educators. Major curriculum and teaching reforms must take place if such personnel are to be adequately prepared.

Each local campus feels the weight of these unsolved problems and issues through many pressures: cries of minority groups seeking a brighter place in the sun, effects of large pockets of acute poverty within the plenty of great national wealth, bitter opposition to the war, alienation of students, a drug culture, the rising incidence of crime, and the near destruction of the ecological balance in the environment. The full meanings of these problems for schools and for the preparation of teachers are not clear at this time.

With the credibility of the nation's universities and colleges probably at its lowest ebb in history, the teacher education component of these institutions is receiving a fair share of the criticism. Severe criticism is being leveled at the content, conduct, and products of teacher education programs. Various agencies and self-appointed groups outside of teacher education are claiming that they can do a better job of preparing teachers. Government agencies, especially on the federal level, are encouraging a miscellany of business and industrial concerns, other private corporate groups, and public and private schools to try their hands at teacher education, even to the point of subsidizing such efforts. *The result is a staggering fragmentation of effort and dissipation of resources which have no visible coordination.*

The one agency in the nation which can best provide this coordination and the thrust required for the continuous improvement of teacher education is the consortium of colleges and universities which make up the membership of AACTE. These institutions prepare more than 90 percent of the nation's teachers

and most of the top administrative officers and supplementary service personnel. Together they constitute a tremendous national reservoir of talent. They comprise the only entity with the essential conceptual base, professional expertise, broader theater of influence, and implementing muscle to define and promote the purpose and direction of teacher education now so sorely needed. Unfortunately, this power at present is potential rather than actual.

Individually, these institutions face a standard roster of problems and issues that differ only in the local format of priorities, degrees of intensity, and variations in traditional structure, such as:

1. Governing teacher education properly within and outside of the colleges and universities;
2. Developing and refining needed programs;
3. Obtaining financial support which will permit the institution to prepare personnel who demonstrate the levels of competence needed;
4. Establishing appropriate admission standards for students and criteria of satisfactory performance;
5. Setting accreditation and certification standards which assure adequate quality of programs;
6. Producing specific types of teachers to meet special educational needs and problems;
7. Implementing effective in-service education programs, campus-based or located in elementary and secondary schools;
8. Achieving high-level teaching performance by the teacher education faculty as a model of teaching excellence;
9. Fostering interest in and involvement of academic disciplines in teacher education; and
10. Establishing and maintaining appropriate responsibilities and relationships between public schools and the institutions of higher learning.

This specimen list is immediately recognizable as the core of standard and recurring business on every campus. Presently, this business must proceed in the crisis context outlined above, which on the local scene seems to result in:

1. *Pressure from many students and some faculty* for instant reform, though sometimes vague and unspecified;
2. *Counter pressure of major segments of the supporting public* for a return to what they consider stability and discipline on campuses;
3. *Serious loss of credibility,* with state legislatures and other supporting agencies, which makes adequate financing extremely difficult;
4. *Pressure from minority communities* which demand the production of teachers and other education personnel specifically trained to meet the needs and problems of these groups;
5. *Intense demands of all of these segments* to be heard and to have a voice in establishing policy; and
6. *Pressure to shortcut and minimize requirements* for professional preparation.

Local campuses have additional handicaps which make these problems and pressures all the more difficult to resolve. These handicaps spring from deep-running beliefs in conventional ways of doing things, resulting in sharp resistance to fundamental curriculum reform and processes of effective educational change. *Most crucial of all, no one seems to have learned the effective strategies for involving faculty, students, and communities in any meaningful decision making processes or for developing new directions; in truth, the real need may well be the invention of new and different strategies.*

This is the arena of conflict in which teachers must be prepared.

Defining a Role

Recognizing these crucial forces affecting our society and its schools, *all should sense a clear and urgent need for a specific agency which can offer intellectual power and professional competence* from among those institutions of higher learning which are preparing teachers; such expertise within one agency would offer *systematic utilization of resources* in this wide reaching task.

The past role of the American Association of Colleges for Teacher Education as a leader in improving the education of teachers indicates that the needed machinery already exists. This record sets the stage for even greater future achievements and lends substance to support a boldly projected role for the Association, placing it at the apex of influence on teacher education.

The Association, in its central responsibility for improving teacher education programs, should do so through these actions:

1. *Continuously assay* the forces, agencies, and developments in the nation and the world which play on and shape educational direction and policy making; and alert the member institutions to these elements by defining, interpreting, and evaluating their meaning.
2. *Speak authoritatively, aggressively, and responsibly* in public forums on the issues and problems of teacher education.
3. *Provide* for the feelings, ideas, needs, and frustrations of local faculties to reach the attention of the Association leadership for its consideration and action.
4. *Make the Association's work visible* to local faculties, and provide them with a roster of services for institutional use.
5. *Serve as a coordinating,* but not controlling, agent for the many groups, societies, and associations that have narrower and more specialized responsibilities in teacher education.
6. *Give national and international visibility* to the composite of member institutions, and spell out the significance of the composite wherever it will enhance the work of the institutions individually and in concert.

To achieve this dynamic role, the Association must concern itself continuously with *the most fundamental and urgent problems confronting society and its member institutions.* AACTE must anticipate these prob-

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lems prior to their full scale impact before it can attempt to shape constructively the forces of change responsible for them. This can be done through vigorous support of developments furthering the Association's objectives and, at the same time, seeking to redirect developments which inhibit effective realization of these objectives.

Always, the Association must be relevant to the ever changing concerns of its constituents while providing leadership in their shaping.

In the context of the broader society of which teacher education is a part and of the dynamic role of the Association implicit in the above definition of purposes, the following current issues confronting society, schools, and teacher education present serious concerns to which the Association should give its full attention, as resources permit:

1. *The effecting of curriculum and instructional changes, at both undergraduate and graduate levels, which adequately reflect the societal needs and realities with which schools and teachers should be concerned.* The system of curriculum change in most colleges and universities is extremely cumbersome, a system clearly designed to maintain tight controls over programs. The rapidity of contemporary social change demands, however, that curriculum change be facilitated, rather than retarded, if colleges and universities are to remain relevant to the world of which they are a part. Continuous curriculum experimentation must replace the typical pattern in most institutions of unchanging programs lasting beyond their usefulness, finally supplanted by untested alternatives.

2. *The proper role of higher education in modern society.* This problem, reaching into every facet of higher education, raises essentially the question of establishing an appropriate balance between the dual functions of higher education as a citadel of rational thought and knowledge and as an agent of social change actively involved in the improvement of communities and social institutions.

3. *Ambiguities of governance in higher education.* The traditional roles and authorities of trustees, administrators, faculty, and students are rapidly changing. Present governance structures are proving inadequate in many instances. Current fragmentation of governance prevents the institution from acting with clarity and coherence as it reacts to the challenges of a rapidly changing society.

4. *The diminishing confidence on the part of the general public and its legislators in higher education.* The undermining of confidence threatens the constructive relationships between these institutions and their publics and inevitably threatens the financial bases of many colleges and universities.

5. *The fragmentation of authority and responsibility within teacher education.* This long-standing issue is now compounded by the greater demands placed on teachers, requiring more sophisticated professional preparation, and by the consequent increase in resources needed for preparation programs. Such fragmentation in teacher education grows from the fragmentation of authority. The problem becomes more crucial as school systems seek to prepare their own teachers, as business and industry involvement in teaching and teacher preparation expands, and as institutions continue to act unilaterally in matters concerning teacher preparation.

   The necessary combining of theory and practice in teacher education underscores the need for close and continuing cooperation among schools, colleges and universities preparing teachers, and state departments of education, based upon appropriate definitions of roles and responsibilities of each. However, the long neglect of meaningful school involvement has resulted in a current movement toward total assumption of professional preparation responsibilities by school systems.

   Of special significance is the need for a meaningful link between preservice and in-service dimensions of teacher preparation so that each complements the other and becomes an integral part of a total process, rather than a fragmentary operation resulting in serious gaps and inefficient overlaps.

6. *Adequate definition of the content of teacher education, both in the traditional academic disciplines and in professional teacher education.* This problem, by no means new, is now crucial in the light of new demands for improved teaching effectiveness.

7. *Evaluation of the products of teacher education programs.* We still are unsure of the true impact of the preparation we require of prospective educational personnel. Ways must be found to measure teacher performance and to establish the relationship of performance to preparation.

8. *Role identification of personnel and preparation required for differentiated staffing of schools.* The concept of teams of personnel working on varied but complementary assignments and the individualization of teaching have created crucial needs for preparation programs not presently available.

9. *Role of the federal government in education.* Rapid increase in federal support for education during the past two decades, allocation and use of appropriations, lack of effective coordination of efforts and programs, and relationships with state and local agencies pose a series of problems and issues requiring careful study if they are to be resolved satisfactorily.

10. *Appropriate involvement of business and industry in education.* There are many opportunities for business and industry to strengthen our schools. Recent developments such as contracts with school systems to provide instruction, prepare teachers, and evaluate programs merit careful appraisal before firm decisions aré made regarding their place in education.

AACTE should accept a major responsibility for solving these problems and issues. It should assist member institutions in developing programs for dealing with these and other problems and issues of equal or greater significance which will develop in the future.

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Parts of the Whole

The Association can achieve its purposes only by *definition of appropriate programs and activities designed in terms of specific aims and objectives* and, in turn, by the development of these programs and activities at the highest possible levels of competence. Major areas of program responsibility outlined below should permit the Association to organize itself for the most effective use of its resources.

Communication

The Association should be a "nerve center" for teacher education. It should stimulate continuous interaction among its member institutions as well as with appropriate member segments and other educational agencies. It should provide channels for two way communication which will alert both the Association and member institutions to current and potential problems, issues, and forces.

An extremely important part of the communication function is the continuous exchange of information among the various national, regional, and state organizations concerned with teacher education and all of its parts. The work of each organization can be strengthened by maintaining contact with the others and by knowing their current goals and programs. Such communication adds strength to the total effort to improve teacher education. The Association should provide much initiative to insure that this kind of communication takes place.

Good publications are a means of effective communication. The program of publications should include a periodic newsletter designed and written to report to member institutions and the profession-at-large significant happenings in the field of teacher education and related fields. This newsletter should be a source of many original announcements of importance to the profession.

The Association should periodically publish a magazine which speaks authoritatively on current problems, issues, and needs in teacher education and take a position with respect to current problems, issues, and needs in teacher education.

The Association should publish from time to time books and pamphlets which define, analyze, and advise on current and emerging teacher education issues and problems.

The Association should utilize the news media in accordance with its purposes. It should make use of public service time on radio and television for the dissemination of messages of importance to the public about schools, teaching, and teacher preparation. Carefully prepared radio and television programs dealing with major problems and issues affecting schools and teacher education should be sponsored by the Association.

The systematic collection, analysis, and distribution of pertinent factual information, not otherwise available but essential to further professionalizing and improving teacher education, are other important communication needs for the Association. Examples of these functions are supply and demand studies, cost figures on teacher education, and trends in both local schools and teacher education.

Continued support of the Educational Resources Information Center (ERIC) and utilization of its informational services are strongly urged as means of strengthening educational communications.

The role of the staff in oral and written communications through conferences, seminars, and clinics should be strongly emphasized.

Research and Development

Research and experimentation are major means of achieving the Association's mission. The role of research in understanding problems and issues, developing and testing solutions, publishing findings, and supporting other areas of the Association needs no elaboration.

The Association should play a significant role in the development of conceptual frameworks for research in and experimentation on broad complex problems. Institutional representatives could then undertake the various parts of research and experimentation within these broad designs.

The Association should be a stimulator of research and experimentation by helping to identify and define both broad areas and specific problems of research.

The Association should provide assistance to member institutions seeking funds to support research which the Association perceives as important and necessary.

While the Association has resources and talents for research unique to its purposes, the major share should be done by member institutions rather than by the Association itself. In this interest, small groups of scholars should be brought together for the purpose of identifying and defining research needs and devising useful strategies.

The Association should assume the responsibility for organizing consortia to conduct cooperative research in teacher education. Bringing together the unique talents of personnel from several member institutions can be a way to gather resources for meaningful and effective research. The Association's proposed National Center for Teacher Education should be strongly supported as a major thrust for research.

Research should serve as a means of problem-solving for the task forces recommended elsewhere in this report, as AACTE seeks a more dynamic role in teacher education.

The Association should serve as an effective disseminator of important research findings to schools and to teacher education personnel. Emphasis should be placed upon the utilitarian value of these findings.

Accreditation

One of the most effective ways of improving teacher education is through accreditation based upon the best known concepts of good teacher education programs. The role spelled out for the Association earlier in this document can hardly be achieved without deep involvement in accreditation and strong commit-

ment to the utilization of accreditation standards as a basic means of raising the quality in teacher preparation.

AACTE should support and insure quality in teacher education by establishing a task force for the continuous evaluation and improvement of the accreditation program and for the maintenance of standards in harmony with changing needs in teacher education. Some current movements affecting the field, with which the task force should be concerned, are:

1. Flexibility in scheduling courses and experiences for prospective teachers, including independent study, field projects, case studies, and extensive laboratory experiences which break away, within limits, from credit based on class hours by effectively relating these kinds of learning experiences to formal class study, vice versa;
2. Prevention of real or imagined accreditation standards which encourage institutions to adhere to outmoded patterns and practices;
3. Upgrading of programs through recommendations to member institutions;
4. Continuous improvement of recruitment, selection, and admission processes for the upgrading of teacher education candidates;
5. Performance evaluation of teacher education graduates; and
6. Emphasis on the proper placement of teacher education candidates with respect to both areas of responsibility in the school program and types of communities to which individuals seem best suited. This suggests appropriate follow-up contacts and studies which would help determine needs for continuing education.

An intensive study should be made of the role of the NCATE Coordinating Board and its membership, the selection and accountability of AACTE representatives to NCATE, and the effectiveness of NCATE procedures. A special task force should be formed for that purpose to work closely with similar groups from constituent organizations.

Professional Development of Faculty Members

While AACTE is an institutionally based organization, those to be served in the institution are the faculty members and administrators who have responsibility for the preparation of teachers. The Association should expand its provisions for faculty members to participate in its programs. Such provisions may serve two basic functions: to assist the individual in furthering his own competence within a specialized area and to provide opportunities for teachers in the various specialties to become more cognizant of the problems and issues affecting the totality of teacher education and, consequently, their own areas of specialization.

These faculty members need opportunities to see their contributions within the total perspective of teacher and public education. Clearly, no group of subject-area specialists can function successfully in isolation; fragmentation or duplication of efforts weakens the product. *It is essential that crucial problems related to teacher education be attacked by all segments responsible for the preparation of school personnel.* Therefore, the rank and file of teacher education personnel should be brought into the activities of AACTE, which cannot represent administrators without also representing faculty groups, if it is to achieve its mission.

One way professional personnel in member institutions can be a part of AACTE is through a viable organization which provides for participation of the various groups of teacher education specialists. The Associated Organizations for Teacher Education (AOTE) is such an agency. It possesses the capability to strengthen immensely the impact of AACTE through its contacts with thousands of teacher educators who are members of AOTE constituent organizations operating at the collegiate level.

This organization should become the "Congress of Organizations of Teacher Educators" and should serve as the official vehicle for involving teacher educators in AACTE programs. Organizations of teacher

educators wishing to identify with AACTE would then have appropriate means for doing so.

A comprehensive study should be undertaken to evaluate the present effectiveness of AOTE as an agency for professional development of its members. This study should recommend functions, organizational structure, and memberships of the proposed Congress. Recommendations should then be made to AOTE and to the AACTE Board of Directors.

There should be heavy reliance on the faculties of member institutions as participants in all phases of the Association's programs and as personnel for various task forces, commissions, research, and publication projects.

The Annual Meeting of the Association and regional meetings conducted by the staff provide additional opportunities for creative participation of faculty members in AACTE programs.

The Annual Meeting of AACTE should be continued and improved. While it should carry on its past role of serving several different functions, the convention should more nearly represent an annual culmination of important ongoing activities of member institutions, rather than remaining a somewhat self-contained, discrete activity which recurs at yearly intervals. As with all other Association activities, the conference should properly reflect the priority concerns of the membership. Its main function should be to provide the membership with an opportunity to:

1. Speak out upon issues of broad national or international significance;
2. Assist the governing board in determining the priorities to be reflected in the Association's activities during the year ahead; and
3. Hear progress reports from task forces, interest groups, and other segments of the membership which have been at work during the year, in order to give guidance and to identify areas into which between conference activities can be channeled.

The Annual Meeting should continue to provide opportunities for administrators, faculty members, and students from member institutions to confer about job opportunities and interests. Indeed, the importance of this activity at the Annual Meeting should be more adequately reflected in the schedule of the conference and in the allocation of facilities and resources to support it.

The Association should encourage and support a number of work conferences, some scheduled on a recurring basis, focusing on problems and issues of concern to the membership. Some of these meetings should be organized on a regional basis; others should be designed to link institutions with common concerns about particular problems. The regional pattern should utilize and strengthen developing state and regional structures, whereas the problem oriented plan should recognize the value of shared experience and, perhaps, cooperative research on problems of particular importance to certain institutions, irrespective of geography.

The central staff should continue and expand its present program of regional conferences devoted to the major concerns and projects of the Association.

The Association should provide for the constructive participation in AACTE programs of upper-division and graduate students who have committed themselves to teaching careers. Member institutions should be permitted to sponsor student representatives who would receive literature, attend national meetings, serve on committees, and assure student involvement. Material should be prepared on AACTE for student use in teacher preparation programs of member institutions.

Active state associations of AACTE member institutions, recommended elsewhere in this report, could provide new and extensive opportunities for faculty involvement in the Association's programs.

International Education

Although the concept of one world continues to defy effective implementation, the current state of civilization underscores the pressing need for progress in this direction. Whether or not barriers to the

achievement of one world will be substantially minimized by extending the benefits of education on an international scale remains to be seen. Interest in one's own welfare and that of his country demands concern for the well-being of all people in all nations. The extent to which all people prosper seems to depend not only on adequate educational opportunities for all, but goals which are to some extent common to all.

In this context, the need for the Association to be concerned about education in other countries, as well as in our own, is obvious. *It is not likely that substantial progress will be made in preparing the peoples of this country or any other country for living constructively and productively with their neighbors except through education.* Therefore, the Association must be concerned with education everywhere.

The international reach of the organization can be achieved only in the context of programs of mutual benefit to all participating nations. Since all nations can learn from each other, the pursuit of educational excellence should not be contained by national boundaries.

The Association should assist in the identification, stimulation, coordination, and evaluation of studies which serve to advance programs of international education in member institutions.

AACTE should provide continuing leadership and support for the International Council on Education for Teaching (ICET).

Strong institutional links across national boundaries and cultures should be developed in order to promote cooperative and long term ventures designed to improve programs of participating institutions.

The international component of the Association should provide substantial opportunities to develop concepts, programs, and organizational structures which will internationalize teacher education.

Long Range Planning and Evaluation

It will not be possible for the Association to achieve the role proposed in this document without substantial and continuing emphasis on long-range planning and evaluation. Indeed, this function is demanded by the nature of other functions which have been defined and programs projected. Day-to-day demands of ongoing programs cannot be permitted to force long range planning and evaluation into the background. These functions belong among the highest priorities.

No more demanding tasks than the following are set forth in this report: Some of the best minds in the Association should be assigned the responsibility of determining whether or not AACTE is doing what it should be doing and how well it is doing what it has committed itself to do; these minds should then address themselves to the difficult task of looking ahead and projecting the work of the Association accordingly for consideration of the Board of Directors. Special consultants should be engaged as needed to assist in these two undertakings, as well as in the other tasks set forth in this report.

Influence on Decision Making Affecting Teacher Education

This may well be the most significant of all the roles recommended for the Association. The other roles, if carried out successfully, provide an unparalleled base of authority and substance for the Association to exercise its most vigorous leadership in the arena of decision-making.

The Commission recommends strongly that the Association use its channels of communication to reach, insofar as possible, a workable consensus on major problems and issues, and that the central staff in turn utilize its own widespread contacts as well as those of member institutions in expressing the Association's views to those who are in the process of making decisions concerning teacher education.

Liaison with other organizations in teacher education is of prime importance in the exercise of influence.

The Association should work constantly with these organizations—communicating, planning, and evaluating programs, purposes, and goals.

The Association should be able to draw on its programs in order to speak authoritatively on federal, state, and local levels when decisions are being made which affect education and the preparation of school personnel. The Association should take well-reasoned positions on issues affecting teacher education, and express its views forcefully at the three levels. It should be especially aggressive in expressing views on the federal role in education. Such vigorous statements on problems and issues should be issued by both the national office and the member institutions.

Thus, the function of influencing decision-making is shared by each member institution and by the Association staff acting separately and in concert, in accordance with agreed upon directions and commitments.

Machinery for Achieving Goals

The extent to which the Association can carry out its mission depends in no small measure on the adequacy of organizational, administrative, and control provisions. In order that resources of the Association can be wisely used in achieving its purposes, the recommendations below are designed to create and maintain structural arrangements and relationships that clearly delineate responsibilities and powers.

Membership

The basic membership unit of the Association should continue to be institutional. Institutions eligible for membership should be accredited four-year colleges, upper division colleges, and graduate schools which prepare teachers. Authority vested in the Association should stem from this membership exercised through the system of institutional representatives recommended below.

Accredited junior colleges offering two years of baccalaureate preparation and unaccredited institutions preparing teachers should be eligible for, and actively solicited to take, associate membership in the Association.

Although individual membership is not proposed, the major functions of such membership should be served by the numerous opportunities for participation in AACTE programs, outlined in various parts of this document, and by provision for individuals to purchase for an annual fee the Association publications, including the newsletters.

Institutional Representation

Member institutions should express themselves officially in affairs of the Association through faculty and administrative representatives designated by the institution. The number of institutional representatives should vary according to the size of the institution as determined by the number of degrees awarded annually to persons completing programs in teacher education. The responsibilities recommended for those representing the institution in Association affairs and for representing the Association within the institution support an arrangement which takes into account differences in size and complexity of institutions.

The formula for representation shall be:

1. Three representatives for each institution which graduates from one to not more than 150 teacher education students per year;
2. Four representatives for institutions graduating not less than 151 and not more than 300 teacher education students per year;
3. Five representatives for institutions graduating not less than 301 and not more than 450 teacher education students per year.
4. Six representatives for institutions graduating not less than 451 and not more than 600 teacher education students per year;
5. Seven representatives for institutions graduating more than 600 teacher education students per year;
6. One representative without voting privileges for each institution holding associate membership.

Institutional representatives should include a cross section of faculties engaged in the preparation of teachers, including those in academic disciplines. All major units of the professional teacher education faculty should be represented insofar as possible.

The teacher education faculty of each member institution should form a local unit of AACTE, with the institutional representatives functioning as a planning committee for the unit and the chief representative serving as chairman. Purposes of the campus unit would be to bring full benefits of AACTE membership to the faculty and to represent the institution in Association affairs.

One representative from each institution should be designated as the chief institutional representative.

Institutional representatives should have the power to elect the Board of Directors and the officers of the Association, voting as individuals, as at present. When voting on changes in the constitution and bylaws, each institution should have a single vote.

Board of Directors

The Board of Directors should consist of 17 members. Twelve of these members should be elected for three-year terms. Selection of nominees for membership on the Board should take into account such factors as geographical representation, sizes and types of institutions, professional positions held, and ethnic and cultural backgrounds.

In addition, the president, president-elect, and past president of the Association should serve as members of the Board of Directors. The president and president-elect of the Associated Organizations for Teacher Education should also be Board members.

Officers of the Association and members of the Board of Directors should be selected from official institutional representatives. The Board should be empowered to add liaison members (without vote) as deemed desirable.

The Board of Directors should concern itself primarily with the formulation of policy to guide the Association, the determination of major thrusts of the Association's programs, and the evaluation of these programs. It should always devote time to assessment and appraisal on the one hand, and long-range planning and development on the other. The Board should establish and maintain cooperative relationships with individuals and groups sharing the purpose of improving teacher education.

The Board of Directors should meet at least twice per year, but not ordinarily on the date of the Annual Meeting.

The agenda for Board meetings should be submitted to members, accompanied by necessary supporting documents, at least 10 days in advance of the meetings. It should be the joint responsibility of the president and the executive director of the Association to prepare these agendas.

The chairmen of committees or task forces and members of the staff should attend the Board of Directors meetings only on call, with the exception of the executive director, who should serve as secretary to the Board.

Executive Committee

There should be an Executive Committee of the Board of Directors composed of five members: the president, the president-elect, the past president, and two other members elected by the Board.

The Executive Committee should meet at least twice annually to give attention to the more detailed management and administrative matters requiring Board approval. The Executive Committee should recommend policy considerations to the Board and assist in planning agendas for Board meetings. All Executive Committee actions should be communicated to the Board, which would then have the right and responsibility of review and action if it so desired. This Committee should be available on call by the president to confer with the executive director and to recommend action on an emergency basis.

Staff

The full-time permanent staff of the Association should be relatively small, consisting of an executive director, an associate executive director, and such associate directors as are needed to head up the following major program areas of the Association: Communications, Research and Development, Professional Development, Long-Range Planning and Evaluation, Accreditation, and International Education. The associate executive director should be responsible for the area of influencing decision making.

The executive director should devote himself to study of the forces affecting teacher education; the needs, issues, and problems with which the Association should concern itself; the development of proposed policy to guide AACTE; and planning, coordination, and evaluation of the Association's programs and services.

The associate directors should provide the staff leadership essential for successful execution of the major roles of the Association.

Most other staff positions should be filled by persons from member institutions on temporary assignment.

Adequate secretarial and clerical support should be provided the professional staff in the interest of maximum effectiveness.

Committees and Commissions

A small standing committee with revolving membership representing member institutions should be appointed for each major program role. These committees or commissions should serve policy making, program planning, and evaluation functions for the role being performed in order to provide assistance to the associate director assigned to that area.

In addition to the continuing committees to assist with the ongoing programs of the Association, ad hoc task forces and commissions should be appointed for specific tasks primarily to deal with the kinds of critical problems and issues identified earlier in this document. Members of these commissions should come from AACTE member institutions, though not exclusively so. These commissions should define and study problems and issues pertinent to the mission of the Association and make high level pronouncements concerning these matters, including the recommendation of appropriate courses of action. These

pronouncements might well form the bulk of AACTE pamphlets and books.

All standing committees now authorized by the constitution and bylaws should be dissolved when the new structure recommended in this report is created. In making this transition great care should be exercised to utilize as fully as possible the knowledge, experience, and wisdom of present committee members, who have served the Association so ably.

State Associations

Within each state, institutions holding membership in the Association should form a state AACTE unit. States with small numbers of member institutions could form regional rather than state organizations. These associations should provide a grassroots base for assisting each institution in improving its programs and for providing many of the services of the Association to each member institution. Membership in state associations should include every institution preparing teachers in the state. It is assumed that any such institution would certainly wish to belong to its own national professional association. Such associations should be to their states what the national Association is to the nation in improving programs for preparing school personnel.

Two Final Recommendations

The Association should allocate a reasonable sum to the president of AACTE to assist him with his regular duties in order to permit him to carry out fully the responsibilities of his office.

AACTE should continue to support the Associated Organizations for Teacher Education with appropriate staff and financing as AOTE continues to expand the scope of its work and its memberships.

Summing Up the Task

The first major task of the Commission was to acquire the perspective to view the Association against the backdrop of the broader cultural setting of which it is a part. Therefore, it analyzed as best it could some of the major problems, issues, and trends facing our society; and then sought to determine their significance for the purposes of education, the nature of needed educational programs, and the kinds of teacher education required if schools are to serve the role which society seems to expect.

The Commission also surveyed current education and teacher education programs. Further, it studied some of the newer developments in professional teacher education and tried to assay their significance for the kinds of schools needed in a changing society.

The Commission attempted to interpret the meanings of these problems, issues, and trends for the role of the Association, and it sought directions for AACTE from these sources and from the current status of teacher education. With these considerations in mind, the Commission projected a greatly expanded role for the Association—one which would give voice to its diverse membership in constructively and aggressively influencing teacher education through a variety of programs.

The Commission viewed the projected role as requiring the redefinition of purposes which the Association should serve. New statements of purpose were set forth in the form of recommendations which, if carried out, should move the Association into a much more dynamic role of influencing change needed in schools and in teacher education. The stated purposes were related then to a series of selected problems and issues faced by the total society and its schools; suggestions were offered with regard to responsibilities the Association should discharge in resolving these problems and issues.

This demanding analysis provided the basis for the second major task of the Commission: the definition of programs and services to achieve the stated purposes. Seven program areas were recommended: Communication, Research and Development, Accreditation, Professional Development of Faculty Members, International Education, Long-Range Planning and Evaluation, and Influence on Decision Making Affecting Education and Teacher Education. This listing was designed to conveniently and economically categorize major efforts by the Association; they were viewed not as discrete programs, but as an interdependent set of thrusts which add up to the major role of influence projected for the Association in strengthening society through better teacher education programs.

The third major task of the Commission was to determine how the Association should be organized and administered in order to conduct its affairs efficiently. Three levels of organization were of concern; national, state, and institutional. Provision was made also for regional structures when appropriate. Much effort went into study of how the institutional level of organization might be strengthened in order to provide more assistance to faculty members in improving teacher education on their local campuses. The level of institutional membership was considered to be primary, and its effectiveness will help determine the strength of both state and national levels of organization.

Development of strong state associations was viewed as one of the most effective ways of stimulating impact by the Association on state teacher education programs, and in turn, programs of member institutions. Implicit in this view is the assumption that all institutions in the business of preparing teachers will see the need for membership in the Association and will actively participate in its state, institutional, and national programs.

The major concern on the national organizational level was that AACTE be able to speak authoritatively for the composite of member institutions in influencing decisions affecting teacher education and in providing assistance to both local institutions and state associations in continual upgrading of their programs.

Identification of institutional membership as the basic source of the Association's power and the creation of structures which will make the exercise of this power more effective were concerns of the Commission. Stimulating adequate response from both state associations and the staff, at the national level, to the interests and needs of member institutions also received attention.

The Commission noted the wide range of the Association's member institutions by size, type, and purpose. Recommended purposes of the Association seem reasonable for all types of institutions engaged in the business of preparing teachers. Programs and services recommended are those which seem appropriate and needed by all kinds of institutions offering programs of teacher preparation, and the organization and control structures take this diversity into account. In many respects, this diversity may be viewed as a richness and strength.

Much effort went into developing more effective ways for faculty members to participate in Association affairs at all levels, and new roles were recommended with this in mind.

The Association can be no more than its member institutions make it. Its central staff in the final analysis is likely to perform only the roles expected by member institutions and at the levels of significance which they expect. The staff must serve all institutions, and the extent of service depends a great deal on the institutions themselves.

It is recognized that the impact of an agency is greatly influenced by the level of its financial resources. Without making a detailed study of the resources of the Association and its annual income, the Commission made the assumption that its recommendations can be implemented with present resources. *In making this assumption it recognized that the recommendations deal not so much with a system of new responsibilities as with a marked extension of present roles and programs with major emphasis on achieving higher levels of quality and influence.* Indeed, the Commission believes that AACTE as it now functions offers the strongest hope that it can become the Association which is recommended.

Finally, a word of exhortation. It is evident from the nature and extent of the recommendations made in this report that the members of the Commission have dreamed great dreams for the American Association of Colleges for Teacher Education as an agent of great promise for improving the education of teachers. To have done less would, in its judgement, have been a failure to discharge the responsibilities assigned to it. We recognize the difficulties to be faced in achieving the role recommended for the Association, but we are confident that it can and will find ways to mount these recommendations. To do so is the responsibility of the entire membership, and we hope that all will be about this important business without delay.